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## *Prepare Schedule and Send E-mail*

### **Standards**

- B.12.2 Identify and use communication software  
B.12.19 Use electronic mail

### **Prompt**

You are the president of the local Volunteer Association and chair the community service committee at your company. You are combining the effort of both organizations into a community project. Both the Volunteer Association and your company are co-sponsors in a blood pressure screening at City Hall. The screening will be free and will be on the last Thursday in June from 8 a.m. to 7 p.m. Create a schedule for the volunteers for that day using your word processing software. Send an e-mail to the mayor and the president of your company to remind them of the event. Attach the volunteer schedule you created.

### **Directions**

For this activity, you will perform two tasks:

1. Create a schedule based on the scenario using your word processing software.
2. Send a simultaneous e-mail with an attachment to the recipients specified in the scenario.

As indicated in the scoring guide, your e-mail messages must include an introduction, appropriate details about the schedule, and a conclusion.



Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Prepare Schedule and Send E-mail

### *Scoring Standard*

You must achieve a rating of at least “2” on each criterion to demonstrate competence.

### *Rating Scale*

3= Proficient; able to perform task independently and exceeds basic criteria

2= Intermediate; can perform tasks at expected level with little or no assistance

1= Introductory; is familiar with process but may need assistance in completing

0= Is unable to complete process, even with assistance

### *Scoring Guide*

Criteria	Rating	Comments
1. You send an e-mail message with an attachment to both the president and mayor simultaneously	3   2   1   0	
2. Electronic message includes an introduction	3   2   1   0	
3. Electronic message includes appropriate details	3   2   1   0	
4. Electronic message includes a conclusion	3   2   1   0	
5. You save sent messages to an address book	3   2   1   0	

Teacher \_\_\_\_\_ Date \_\_\_\_\_



## **Directions to Teacher**

You will need to use predetermined e-mail addresses for the mayor and president. A suggestion is to use your school and home e-mail addresses. You may also want your network administrator to set up special accounts just for this purpose. You will also need to look at your learners' accounts to verify that they saved to an address book.

## **Standard**

C.12.8 Prepare a simple income tax form

## **Directions**

1. Complete a Federal Form 1040A accurately, completely, and legibly using the information provided in the scenario below. Your instructor may provide you with forms, directions and information necessary, or direct you to the Internal Revenue Service website ([www.irs.ustreas.gov](http://www.irs.ustreas.gov)) where you can download the necessary tax forms and information.
2. List the supporting documents you would need to send with your tax form.
3. List the correct street address and/or on-line address to mail your tax forms and supporting documents.
4. Submit your completed 1040A, list of supporting documents, mailing information and scoring guide to your instructor for evaluation.

## **Scenario**

You are Eric H. Richards. You are 16 years old, single, and have good eyesight. You worked as a clerk and earned a total of \$3,200 as reported on the Form W-2. You can be claimed as a dependent on your parents' return. You want to contribute \$3 to the Presidential Election Campaign Fund.

Eric H. Richards

514 Tenth Street, Bryan, KY 54612

Social Security No. 059-00-3212

Amount of federal tax withheld and reported on Form W-2: \$145

Interest income from Bryan National Bank reported on Form 1099-INT: \$900



Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Tax Time

### *Scoring Standard*

You must achieve a rating of “yes” on each criterion to demonstrate competence.

### *Rating Scale*

Yes= Met the criterion accurately and completely

No= Did not meet the criterion; work is inaccurate or incomplete

### *Scoring Guide*

Criteria	Rating	Comments
1. You determine the correct filing status	yes    no	
2. You calculate gross income, adjusted gross income and taxable income	yes    no	
3. You locate the correct tax amount from the tax table found in the directions or on-line	yes    no	
4. You determine any refund or amount owed	yes    no	
5. You complete the tax form legibly	yes    no	
6. You sign the tax form	yes    no	
7. You identify all of the supporting documents needed	yes    no	
8. You identify the correct mailing address for submitting the form	yes    no	

Teacher \_\_\_\_\_ Date \_\_\_\_\_



## Directions to Teacher

Direct students to complete all parts of the tax form, including the signature. Provide students with access to instructions as necessary either in paper form or on-line.

This project was taken from the 1998 Understanding Taxes Teacher's Resource Kit. It is available free to educators. The address for educators in Wisconsin is:

310 W. Wisconsin Avenue

Stop 6712 MIL

Milwaukee, WI 53203-2221

Phone: (414)297-3302

Toll Free: 1(800)829-1040

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## *Present a Business Plan*

### **Standard**

E.12.10 Operate a small business

### **Directions**

For this activity you will present the business plan for a business of your choice.

1. Determine a small-business in your community that you would like to research for this activity.
2. Interview (via phone, in-person, or using email) the business owner. Obtain the following information:
  - The mission of the company
  - How the owner obtained start-up funding
  - Where the business is located
  - How the location was determined
  - How the business is advertised
  - An organizational chart
  - The logo for the company
  - Days and times of operation
  - Cost and selling price of goods
3. Prepare an electronic slide show of your findings. You must include at least 10 slides and approximately 5 minutes in length when presented. Incorporate graphics, photos, sound etc. to add interest and detail to your slides.
4. Present your slide show to your class.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Present a Business Plan**

*Scoring Standard*

You must achieve a rating of at least “2” or on each criterion to demonstrate competence.

*Rating Scale*

- 3= Exceeds requirement
- 2= Meets requirement
- 1= Does not meet requirement fully
- 0= Is not present, is incomplete or incorrect

*Scoring Guide*

Criteria	Rating				Comments
1. Presentation includes the mission of the company	3	2	1	0	
2. Presentation includes information on how the owner obtained start-up funding	3	2	1	0	
3. Presentation includes information on where the business is located	3	2	1	0	
4. Presentation includes information on how the location was determined	3	2	1	0	
5. Presentation includes information on how the business is advertised	3	2	1	0	
6. Presentation includes an organizational chart	3	2	1	0	
7. Presentation includes a copy of the company logo and slogan (if there is one)	3	2	1	0	
8. Presentation includes the days and times of operation	3	2	1	0	
9. Presentation includes the cost and selling price of goods	3	2	1	0	
10. Presentation includes at least 10 slides	3	2	1	0	
11. Presentation is graphically appealing	3	2	1	0	





Criteria	Rating	Comments
12. Presentation evidences correct spelling, grammar and punctuation	3   2   1   0	
13. You present your slides to the class in an organized, prepared manner	3   2   1   0	

Teacher \_\_\_\_\_ Date \_\_\_\_\_



## **Directions to Teacher**

1. Review the directions and scoring guide.
2. Help students identify small businesses to study.
3. Arrange for students to use multi-media software. If the software is unavailable, students could create a series of overhead or posters for their presentations.

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# *Calculate Currency Exchange Transactions*

## **Standards**

G.12.7 Identify currencies used throughout the world

G.12.8 Calculate simple currency exchange transactions

## **Directions**

In this activity, you will identify currencies used throughout the world and calculate simple currency exchange transactions. You will record prices of a Big Mac at a McDonald's restaurant in your local area and the price of a Big Mac in ten other countries using the local currencies. You will also use a currency exchange chart or web site and convert the price into U.S. currency. As you do this activity and read about McDonald's, you will record unique menu items available at McDonald's restaurants in the ten countries.

## **Scenario**

You work for McDonald's. At today's employee meeting, your boss talked about the large number of McDonald's restaurants in operation all over the world. You were surprised when you heard that there are 24,500 restaurants in 115 countries. You've always believed that McDonald's is "your kind of place," but you wonder if the McDonald's in those 115 countries are like the one in your hometown. Are the Big Macs the same price? Do they serve the same kind of food? Now's the time to find out!

Using the Internet, information from the McDonald's corporate offices, or information supplied by your teacher, complete the chart indicating prices in local currency of a Big Mac for the ten countries listed on the chart supplied by your instructor. As you are investigating McDonald's, record any information you may find about menu offerings in the ten countries.

By using the Internet or the currency exchange chart supplied by your teacher, determine the currency exchange rate for each of the ten countries and record it on the chart. Convert the prices of the menu items into U.S. currency and record the conversion on the chart.

As you do your research, indicate unique items available at McDonald's in various parts of the world.



## Calculate Currency Exchange Transactions Chart

Country	Local Currency	Price of Big Mac (with tax)	Exchange Rate	Price Converted to U.S. \$\$
Japan				
England				
Taiwan				
Canada				
Australia				
Belgium				
Brazil				
Denmark				
Italy				
Russia				

Country	Unique Menu Items
Japan	
England	
Taiwan	
Canada	
Australia	
Belgium	
Brazil	
Denmark	
Italy	
Russia	

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Calculate Currency Exchange Transactions

Scoring Standard

You must achieve a rating of “yes” on each criterion to demonstrate competence.

Rating Scale

Yes= Covered the criterion accurately and completely.

No= Did not cover the criterion accurately and completely.

Scoring Guide

Criteria	Rating		Comments
1. Record includes price at hometown McDonald's	yes	no	
2. Record includes local currency in ten listed countries	yes	no	
3. Record includes prices of Big Mac in the country's currency	yes	no	
4. Record includes current rate of exchange for each country	yes	no	
5. Calculation includes conversion to U.S. dollars for Japan	yes	no	
6. Calculation includes conversion to U.S. dollars for England	yes	no	
7. Calculation includes conversion to U.S. dollars for Taiwan	yes	no	
8. Calculation includes conversion to U.S. dollars for Canada	yes	no	
9. Calculation includes conversion to U.S. dollars for Australia	yes	no	
10. Calculation includes conversion to U.S. dollars for Belgium	yes	no	
11. Calculation includes conversion to U.S. dollars for Brazil	yes	no	
12. Calculation includes conversion to U.S. dollars for Denmark	yes	no	



Criteria	Rating	Comments
13. Calculation includes conversion to U.S. dollars for Italy	yes      no	
14. Calculation includes conversion to U.S. dollars for Russia	yes      no	

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## Directions to Teacher

The student should use the Internet or contact the McDonald's corporate office to research the scenario. Depending on your timeline, you may want to give the students the currency and price information to fill in the chart, instead of having the students research this. Conversions should then be completed. The information included below was compiled by McDonald's in November 1997.

Students will need calculators or a currency exchange web site to complete this activity.

Helpful McDonald's websites and phone numbers:

- McDonald's: (630) 623-3000
- <http://www.McDonald's.com>
- <http://www.mcdonalds.com/corporate/franchise/outside/contacts/index.html> — lists franchise opportunities and e-mail addresses for foreign McDonald's

Currency conversion sources:

- <http://www.rubicon.com> (go to practice areas)
- <http://www.oanda.com> (go to classic currency converter)
- <http://www.infoseek.com>
- <http://www.lycos.com>
- <http://www.xe.net/currency>
- <http://www.usatoday.com>
- <http://www.dogpile.com>

Other student activity ideas for meeting this standard:

- Participate in class discussion.
- Listen to a guest speaker from the banking industry.
- Listen to a guest speaker from McDonald's.
- Research currency used in a country.
- Create a chart for additional McDonald's prices and exchanges to be recorded.
- Look at foreign coins and currency.
- Obtain currency information from an exchange student.
- Give an oral presentation about a country's currency.
- Create a display of foreign currency.
- Create a multimedia presentation about countries and their currencies.
- Prepare an expense report simulating a business trip to another country completing the currency exchanges required.
- Prepare a chart or data.



## Currency Exchange Transactions Chart

Country	Local Currency	Price of Big Mac (with tax)	Exchange Rate	Price Converted to U.S. \$\$
Japan	Yen	294.00		
England	Pound Sterling	1.84		
Taiwan	Taiwan Dollar	68.00		
Canada	Canadian Dollar	2.79		
Australia	Australian Dollar	2.60		
Belgium	Belgian Franc	109.00		
Brazil	(New) Cruzeiro	3.10		
Denmark	Danish Kroner	19.75		
Italy	Lire	4500.00		
Russia	Rubles	11,000.00		

Country	Unique Menu Items
Japan	
England	
Taiwan	
Canada	
Australia	
Belgium	
Brazil	
Denmark	
Italy	
Russia	